

## SOLE OVER-ALL PLANS FOR AN ART UNIT (OR PROJECT)

**PLAN!**

TITLE (or activity or problem to be taught)

PERIOD OF TIME TO COVER MATERIAL: (consider vacations, other times off)

NUMBER OF STUDENTS IN GROUP:

MAJOR AND MINOR PURPOSES OF UNIT:

ASSIGNMENT STUDENT MUST COMPLETE FOR UNIT:

(What will be expected of him to turn in for evaluation? Matted? Explain

LIST MATERIALS TO BE USED: (Make sure they are available. Lab resale? )

LIST SPECIFIC PROGRESSIVE STEPS TO REACH COMPLETION OF PROJECT:

LIST WHAT TO HOPE TO ACCOMPLISH BY END OF FIRST WEEK, SECOND WEEK, etc:

LIST SPECIFIC SKILLS OR TECHNIQUES TO BE TAUGHT: (by demonstration?)

PROBLEMS OR DIFFICULTIES WHICH MIGHT DEVELOP: (need for a "pep-up" plan)

PROVISION FOR CLEAN-UP AND STORAGE OF WORK IN PROCESS:

POSSIBLE POINTS ON WHICH TO EVALUATE STUDENTS FOR THIS UNIT:

REFERENCES, TEACHING AIDS, DISPLAY MATERIAL YOU MAY USE:

## SOME POINTS FOR A DAILY LESSON PLAN

**PLAN!**

1. Purpose (specific points to be accomplished during the period)

2. Materials and Work Space (prepare ahead of time, if possible)

Provision for efficient distribution, access to materials

3. Procedures

Review (if necessary)

Motivation methods-----samples, examples, models

literature (books, magazines, pamphlets)

Questions

Pictorial material

Resource person

Demonstration steps (if you demonstrate)

4. Work Time Guidance

List points that may need checking during hour

Keep close tract of students and individual help they may need

Future assignments

Make sure student knows what he will work on next period

Assign work only if it will be followed through

Be specific on assignment and date due

5. Clean-up

Check if students have cleaned up efficiently (by charts? helpers?)

Provision for storage of unfinished work

Check to see what needs to be prepared for the next period

## PLAN BOOK OR "BLOCKS" OF TIME

**PLAN!**

Weeks are recorded at top of pages and pages blocked out into days

List plans in squares provided for you, helps you plan ahead

Keep tract, too, of assemblies, movies, meetings, dates due etc.

## ...an art program for all:

1. commercial artist
2. painter, printmaker
3. potter, sculptor
- and...
4. "just-looking to learn"...

■ Today's education in art helps prepare students for a society in which occupational competence and creative flexibility are of major importance to obtain employment and make a responsible contribution to the community.

■ A strong art education program promotes increased achievement at all levels of learning, offering students experiences in the disciplines of thought, communication, computation and analytical thinking.

### art is basic to:

- Developing the craftsmanship necessary for marketable skills
- Teaching critical thinking: translating instructions and directions into a creative product
- Developing visual proficiency as well as verbal proficiency
- Becoming literate in a multiple sense: art students measure, read, compute, and make intellectual judgments

## ...sequence of courses for the commercial artist...

- COMMERCIAL ART courses concentrate on developing skills in art relating to vocational opportunities through:
  - Commercial Design I, II
  - Commercial Design III, IV
  - Independent Study I, II

## ...for the painter, printmaker...

- TWO-DIMENSIONAL DESIGN courses concentrate on drawing, painting, and printmaking through:
  - Basic Design I
  - 2-D Design I
  - 2-D Studio Art I, II
  - Independent Study I, II, III and IV

## ...for the potter, sculptor...

- THREE-DIMENSIONAL DESIGN courses concentrate on ceramics, sculpture, and jewelry through:
  - Basic Design I
  - 3-D Design I
  - 3-D Studio Art I, II
  - Independent Study I, II, III and IV

## ...for the "just-looking to learn"...

- "JUST-LOOKING TO LEARN" courses for the interested student in art are:
  - Basic Design I
  - Handcrafts I
  - Discovering Art I, grade 12Any one of these courses fulfills one semester of the requirement for graduation credits in elective areas



## SOME TIPS ON PLANNING AN ART PROGRAM AND ORDERING MATERIALS FOR IT

### I. CONSIDER these factors when planning your art program for the year:

1. The need for a balanced, varied program in logical sequence--  
Try to give experiences in:

Graphic Media---Drawing, Painting, Print-making, Lettering  
Glyphic Media---Cutting, carving, modeling, bending  
Color  
Design  
Appreciation  
Construction and Crafts  
Correlation with units (in elementary school)  
Integration of the Arts..art, music, dance, and drama

2. Budget
3. Needs, interests, past experiences of students (and class teacher)
4. Physical set-up: art room? storage space? work area? equipment?
5. Material on hand to be utilized
6. School and community needs (what is expected of your art dept?)
7. Your own strengths and weaknesses as an artist-teacher

### II. After above considerations--WORK OUT SOME ROUGH PLANS

1. List activities you hope to teach
2. Block out yearly calendar into units
3. Work out unit plans with materials listed in detail

### III. ORDER MATERIALS to carry out your plans

1. What you order may depend on:
  - a. The project or art activity plans you have made (above)
  - b. Budget, lab fee set-up, petty cash arrangement
  - c. How often supplies are ordered (usually once a year)
  - d. Number of classes and students
  - e. Your inventory of supplies (estimate for end of school year;
  - f. Whether you order for yourself only, or for other teachers in school (or for a successor if you are not returning)
  - g. Your wise use of local scrap material
  - h. Storage space (ex: can you store 24 x 36 papers?)
  - i. Time you have to spend on ordering (it takes many hours!)
2. Some HINTS ON ORDERING supplies:
  - a. Order the essential items for a project --be complete
  - b. Use only the latest catalogs and price listings
  - c. Start early to order these catalogs and start a "needs list"
  - d. Don't order materials of inferior quality because they are cheap (ex: brushes, tools)
  - e. If in doubt about products, ask the company for samples (ex: color swatches, paper samples, paint color cards)
  - f. Use a local distributor when possible, or check with your system to see if they have a preferred source for discount
  - g. Compare notes with your fellow art teachers as to sources they use and recommend for various items
  - h. Make sure your orders are absolutely correct in quantity, catalog number, description, price (and any other information required on your school requisition)
  - i. Use last year's requisition as an aid (and improve on it!)
  - j. Order extra supplies for material you anticipate "losing"

